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ABSTRACT

Discussions of the Business-Higher Education Forum winter 1984 meeting are summarized. The Forum is a select group of about 80 chief executive officers from the largest corporations and higher education institutions in the United States. Welcoming remarks delivered by Arizona Governor Bruce E. Babbitt briefly address Arizona's future in technology. John Young, who serves as Chairman of The President's Commission on Industrial Competitiveness, reviews the Commission's progress to date and its key concerns, including the cost of capital for American companies and tax policy and human resources. The question of whether America's business education is responsive to the needs of business is addressed by James P. Baughman of General Electric Company. The co-author of "In Search of Excellence," Thomas J. Peters, suggests that innovation, quality, and courtesy are major success factors for American business. Three views of education in the 1980s are expressed by Procter & Gamble Company Chairman Owen B. Butler, University of California President David Pierpont Gardner, and University of North Carolina President William Friday. Additionally, a discussion of Forum reports is briefly summarized, along with a report on the Canadian Corporate Higher-Education Forum.

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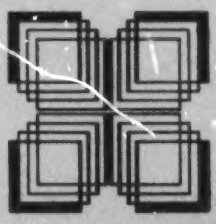

Business-Higher
Education Forum

HIGHLIGHTS OF THE WINTER 1984 MEETING

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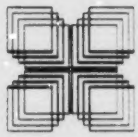

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Don M. Blandin
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Enclosed for your review is a summary of discussions held during the Winter 1984 semiannual meeting of the Business-Higher Education Forum. The Forum is a select group of approximately 80 chief executive officers from America's largest corporations and institutions of higher education.

We hope you find this summary of interest.

One Dupont Circle Suite 800 Washington, D.C. 20036 (202) 833-4716

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HIGHLIGHTS OF THE WINTER 1984 MEETING

FORUM COMPLETES FIFTH YEAR

As he opened the winter meeting of the Business-Higher Education Forum, Chairman Robert Anderson noted that it was the five year anniversary of the Forum's first meeting which was held in Williamsburg. He described the intervening period as an "exciting five years," and commented that the business and higher education leaders had a lot in common and found that they had "more to think about and talk about than many of us dreamed in those days." Membership in the organization has grown from 15 corporate representatives and 18 academic members to the current group which represents 84 organizations and institutions.

GOVERNOR DESCRIBES ARIZONA'S TECHNOLOGY FUTURE

Welcoming remarks were delivered by Bruce E. Babbitt, Governor of Arizona, who discussed the relationship between business and education in this state. "In Arizona we've opted for a technology future," he said, adding that the state's universities need massive changes in support and redirection if they are going to support the kind of economic activity that is taking place.

In the past four years $50 million has been infused in the Phoenix area to build an engineering center from the ground up, with nearly a dollar for dollar match in funds from the technology employers in the area. The emphasis has been to put together a research park under the wing of the university, designed as a place to incubate new business and to create an environment with the engineering center, the business school and a physical facility "in which we can blend the educational resources of the university in a way that will lead to productive economic work."

According to Governor Babbitt, "Unless there is radical change in public education, the university effort is ultimately doomed, because it's not where the major learning effort goes on in this society." Efforts are now being made to raise the standards of the public schools in Arizona, extending the higher curriculum standards in the universities to the high schools and the grammar schools. "We are sending a message to the teachers, to parents, and to the students that we must go back to literacy, science, and mathematics, and create an environment in which the demand for performance is coming at the system from all sides."

YOUNG DESCRIBES INDUSTRIAL COMPETITIVENESS COMMISSION'S WORK

John Young, President and Chief Executive Officer of Hewlett-Packard Company, and Chairman of The President's Commission on Industrial Competitiveness, reported on the Commission's progress to date. Three members of the Forum, Robert Anderson, D.V. d'Arbeloff, and Gerald Laubach, have been named to the Commission.

The 30-member Commission has been divided into four major committees: Human Resources, Capital Resources, Research and Development in the Manufacturing Process, and International Trade and Marketing Issues. In addition there is a fifth, smaller committee, "a think tank to determine a strategic framework within which to look at competitiveness," which is chaired by Michael Porter, a professor at the Harvard Business School.

The agenda and work plan within each committee "maps pretty well" with the recommendations contained in the Forum's report, "America's Competitive Challenge," Mr. Young noted. The cost of capital issue is emerging as one of the key areas of the entire study, since "the cost of capital for American companies is substantially higher than all of our trade partners." Other areas of concentration include tax policy and human resources. "Having a work force that has the basic skills to be retrained is very important," he said.

The committees have been organized with an attempt "to make more of a partnership out of this than a totally independent approach," Mr. Young continued. The staff in the Washington office has been drawn from the Federal agencies that are directly concerned with industrial competitiveness, such as Trade Policy, Commerce, and Treasury.

"The causes of our declining competitiveness are deep rooted and they are not subject to a quick fix."

The staff members, who have expertise in the areas under study and who work full-time on a loan basis, were selected because of their "coupling" to their agencies, so that agencies can be called upon for further support and be kept involved in the analysis and problem-solving process.

The Commission reports to the Cabinet Committee on Commerce and Trade, chaired by Commerce Secretary Malcolm Baldrige. Young told the Forum that he believes there is considerable interest on the part of the Administration in the work the Commission is doing. December 1984 has been set as the Commission's sunset date. Currently, the Commission is holding meetings in locations where the work of the Commmission and the committee structure can be combined with plant visits and on-site presentations.

Noting that the Commission plans to offer specific recommendations, he pointed out that it must be recognized that "the causes of our declining competitiveness are deep rooted and they are not subject to a quick fix." The effectiveness of U. S. manufacturing facilities is going to have to be improved dramatically, with the emphasis not only on producing a low cost item, but on producing one that uses the best production technology.

He concluded, "we have to build on our strength and recognize that no company and perhaps no country can be uniformly good at all things. We are superb in technology and we should be putting in place a basis that accelerates the diffusion of that technology to as broad a set of other industries as we possibly can."

IS BUSINESS EDUCATION RESPONSIVE?

James P. Baughman, Director of Management Education for the General Electric Company, discussed the topic, "America's Business Education: Is It Responsive to the Needs of Business?" He noted that there is a massive boom in the quantity of business education in the United States, and "at the same time we seem to have pervasive dissatisfaction with the quality of the results."

In 1981-82, there were 215,817 bachelor's degrees awarded in business administration, 80,005 bachelor's degrees in engineering, and about 20,000 each in computer science and physical science. In that same year, there were 61,428 MBAs awarded and 857 doctoral degrees in business administration.

There are 617 degree programs in business administration throughout the United States, and only 238 are accredited by the American Assembly of Collegiate Schools of Business. Many schools are not accredited, although they have very good programs, because their faculty is made up primarily of practitioners without the requisite doctoral degrees, or they lack the library facilities required for accreditation.

Currently there is "erosion in some of the old line schools; there are new schools that are doing a very good job but are outside the guild, and there are elite schools that don't really care about accreditation one way or another." The standards vary enormously across the 617 degree programs "yet they all award degrees in business."

"Universities are responding much more to applicants than they are to employers," Dr. Baughman opined. In some places business schools have become "the fast-food vendors of academia." The emphasis is, "don't take that course in the arts and sciences department or in the government program, we'll provide you with an equivalent course in the business school." He likened this situation to such courses of long ago as "English for Engineers." "What students get in the best cases is something they might just as well take in the college of arts and sciences, and in the worst of cases they get a kind of once-over-fast version of whatever the subject matter may be—whether its economics, psychology, or government, etc.

In some schools there is much more concern with what the students want than with what employers or the economy really need, he continued. "Nobody fails in many schools, and in many schools there is entirely too much emphasis on career planning, so that the students are preoccupied

The standards vary enormously across the 617 degree programs . . . "yet they all award degrees in business."

We find ourselves in a "kind of no-man's land in the curricula between the engineering and science people who really have the technical ability but can't teach it in a management context and the people who have the management sensitivity but really can't link it up with the technical knowhow."

with a position that is four jobs down the pike, before they've really gotten involved in one job and show that they can do the work."

After a positive endorsement of the dedication and expertise of the majority of business school faculty members, Dr. Baughman described several of the less-desirable types:

- "Show-biz faculty," whose students usually are caught up in the performance, and years later are able to remember the professor who jumped up and down or threw the chalk, but can't recall what that professor taught.
- "Kept faculty," on a retainer to business firms who channel their research and teaching along the proprietary lines of their client's interests. This can be extraordinarily useful in bringing a school and its students closer to the leading edge, but may also violate the principle of open inquiry and the spirit of the university."
- Some professors, who never do true research or true consulting, but spend all of their development time teaching the same case (which they probably didn't write), for the 40th time, in the 40th executive program."

To the question of why business schools aren't responsive enough in some areas, Dr. Baughman felt that most of the faculties "are much more proficient in financial analysis, marketing, and human relations than in production and operations management."

There is a great deal of catching up to do on computer-based information systems, he continued. There is vast illiteracy on business school faculties in these areas, not only just in the mechanics, but in terms of their implications. We find ourselves in a "kind of no-man's land in the curricula between the engineering and science people who really have the technical ability but can't teach it in a management context and the people who have the management sensitivity but really can't link it up with the technical knowhow."

Business schools are too CEO oriented, he argued. There is a need for a lot more discussion of the roles and tasks students will perform over the first ten years of their career than what they will do when they become CEO. Also, business schools place too much emphasis on analysis without closure on some kind of an action plan. "While the case method will always be with us, it needs a lot of focus to get that kind of engagement and closure that it was originally designed to embody."

Turning to the growth of interest in continuing education, Dr. Baughman noted that most universities don't want to deal with a single client, so therefore they offer open-market programs which are too general. Because of this, many large companies do their own training.

He concluded his remarks by pointing out that there shouldn't be a big rush to get all the education early in life, since most people work for a lifetime of 40 years.

During the question and answer session, it was noted that one of the major needs of business and industry is to keep the cost down and the quality up, yet there don't seem to be any classes on this subject. Dr. Baughman replied that one of the problems is the fact that "neither the faculty nor the students know the territory." Undergraduates don't see such a course as a challenge vocationally, and graduate students, some 50 percent of whom have not had any working experience in business, and young faculty, also without experience in business, "don't see that as

intriguing as an analytic course."

In response to a comment on the need for fundamental, value-based courses, Dr. Baughman stated his belief that there should be a better mix in the undergraduate curriculum, with students taking English and other liberal arts courses in the arts and science department, and with less emphasis early in the business course on specialized training. He also recommended that students should have more experience in business before they begin graduate education, since student participation based on actual experience in the field is one of the most rewarding way of exchanging information at the graduate level.

Considerable discussion was devoted to continuing or life-long education, in specialized courses and in liberal arts courses for individuals who may have missed them in previous college education.

At the conclusion of the discussion, the group agreed to a recommendation by Wesley Posvar that the staff be instructed to set up a small task force "from both sides of the house" to draft a report on the subject of business education for consideration by the Forum and for future publication and dissemination should Forum members approve it.

INNOVATION, QUALITY, AND COURTESY ARE MAJOR SUCCESS FACTORS STATES THOMAS J. PETERS, CO-AUTHOR OF *IN SEARCH OF EXCELLENCE*

"It is time for American managers in general to quit blaming OPEC, quit blaming OSHA, quit blaming the EEOC, quit blaming Congress, quit blaming the Administration if it's not your choice and quit blaming the Japanese. It's time to take a long, long overdue, agonizing look in the mirror," Thomas J. Peters, co-author of the best-selling volume *In Search of Excellence*, said at the beginning of his luncheon remarks.

He noted that one of the major points of his book was action orientation and experimentation: "don't just stand there, do something." There is a desperate need for project champions. "Wherever anything happens it's because a determined, irrational, fanatic, persistent person was involved." He discussed those individuals who were project champions at corporations cited in his book and pointed out that a lot of them "are royal pains in the neck—on their good days—but they are also the heart of any possible continuous innovation over the long haul."

He used two acronyms in discussing the management of a corporation:

- TDC, "thinly disguised contempt for the customer, which I'm afraid marks all too many businesses," and
- MBWA, management by walking around. "There is a very strong case to be made that says the number one managerial productivity problem in the U. S. is senior managers who are out of touch with their people and out of touch with their customers."

Discussing the difference between the winners and the losers, he told Forum members, "If you behave with common courtesy towards your customers you can have virtually any market in the United States of American because you will be darned near unique and at the top of your segment."

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Winter Meeting 1984

The Forum in session

David Gardner, University of California
Harold Shapiro, University of Michigan

Owen Butler, Procter & Gamble

James Zumberge, University of Southern California
W. F. Kieschnick, Atlantic Richfield
Thornton Bradshaw, RCA
Ronald Roskens, University of Nebraska

Robert Anderson, Rockwell International
Jack Peltason, American Council on Education

William Friday, University of North Carolina
Alan Furth, Southern Pacific Company

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Richard Madden, Potlatch Corporation
Mary Metz, Mills College

Edward Donley
Air Products and Chemicals, Inc.

Pittsburgh

orporation

John Young, Hewlett-Packard

Theodore Hesburgh, University of Notre Dame

David Saxon, The Corporation of MIT

On the subject of quality circles, he commented that statistical quality control, quality circles, and automation are "all wonderful things and they work for some people sometimes," however they are the icing on the cake. "The cake is a bone-deep belief in product quality that is lived, starting in the office of the chairman and the chief executive officer every day of the year over a period of decades."

If there is any kind of magic leading to the success of some firms over others, it is "people magic," he continued. "If you expect to treat your customers with courtesy, you must treat your people with courtesy."

The one thing that successful corporations he studied shared in common is "absolute belief in the dignity, the worth and the creative potential of each one of their people. Constant innovation, customer courtesy, superior quality and superior service do not come from robots—they come from people and nothing else."

He concluded his remarks by noting that it was exciting to see people enthusiastic about what they do and to see just what happens when truly superior performance occurs in an organization over a long period of time.

THREE VIEWS OF EDUCATION IN THE 80s

The Saturday morning session began with a panel discussion on "Education in the 80s," moderated by Forum member Howard Swearer, president of Brown University.

"The decade of the 80s is going to be the decade when we pursue excellence in our public education system at the primary and secondary level. And certainly it's about time."

Owen B. Butler, Chairman, Procter & Gamble Company

"The decade of the 80s is going to be the decade when we pursue excellence in our public education system at the primary and secondary level. And certainly it's about time," Owen B. Butler, chairman of the Subcommittee on Business and the Schools of the Committee for Economic Development, noted in his opening remarks.

His committee was established by the CED as the result of a membership survey which concluded that education and inflation ranked as the most critical issues facing the country. The focus of the committee's study is very narrow, centering "on the relationship of public education to economic health in the country."

Unlike most of the papers on public education which have been completed under a time pressure, the CED committee decided to do its study on the basis of "research first, conclusions later," Butler said. Four research areas have been established:

- Determining the attributes that a graduate of the public school system must have "in order to optimize that individual's opportunity to lead a productive and rewarding economic life." A questionnaire is being sent to hundreds of companies, large and small, throughout the country, asking not the CEOs, but the staff who hire, train, and manage people at the early level to list the behavior patterns, attitudes, and skills that are critical in employability for young people and to identify any school in the company's community that is successful in turning out people with such attributes.
  From the responses, the committee will produce a list of those attributes that are most important in young graduates if they are to be

productively employable, and a list of those schools which have an unusually good record in producing such students. Results of the study will be widely disseminated so that educators may make their own determinations about the conclusions, Butler said. "We don't plan to tell the schools what to do about this."

- Commissioning a paper on the economics of education to determine the cost of superior education and the cost of educational failure. Hopefully the results "will lend something to the national debate on how much money we need to spend on education — is the problem money? — is spending more money on education a good investment?"
- Establishing a task force to define the optimum method in how to recruit, train, manage, motivate, and compensate the teacher work force of the future. The task force is headed by the former director of the Federal Office of Personnel Management, Alan Campbell, who led the civil service reform which established the Senior Executive Service, and Albert Shanker, head of the American Federation of Teachers. The work of this task force is extremely important, he noted, because "by the end of this decade, two-thirds of the present teachers, probably the best two-thirds, will be leaving the work force."
- Preparing a compendium of case studies of the hundreds of successful business-school partnership activities that have arisen throughout the country. The compendium will serve as a reference work "in which the business people in any community can look for ideas that will fit the needs of their particular school system."

David Pierpont Gardner, President, University of California

There has been a "fundamental slippage in the rigor, content, and pertinence of what young people study in high school," according to David Pierpont Gardner, chairman of The National Commission on Excellence in Education, which recently issued its study entitled "A Nation at Risk." "What at one time was regarded as extra-curricular has found its way into the core, and what at one time was regarded as the core has been pushed to the margin."

The report recommended performance-based pay, Gardner reported, because it was found that the teaching profession is very unattractive to the ablest young people "who are of the opinion that the compensation and rewards for their services will be undifferentiated from the least able, and therefore are not drawn to the profession."

The bottom 25 percent of college graduates are the major pool from which teachers are drawn, he noted. In addition, three-fourths of the ablest people who go into teaching are the first out. The report addresses the teaching profession "in terms of what needs to be done to make it attractive both in terms of recruiting into the field and making it attractive once people are there."

The final area of the report recommended a division of labor between the school districts, the state, and the federal government. The report was written in the form of an open letter to the American people. The original report, which was several hundred pages long, was pared down to 36 pages, "written in everyday English."

When the report was presented to the President, he noted, there was

"There was a degree of unease, discomfort, unhappiness, and disillusionment with the shoddiness that tends to characterize much of the school system as it does our society generally and a desire to reverse that."

no executive summary or press release, so the White House press corps, which covered the presentation, had to read the complete report. The press gave the report good play, and the timing was right. "There was a degree of unease, discomfort, unhappiness, and disillusionment with the shoddiness that tends to characterize much of the school system as it does our society generally and a desire to reverse that."

Since the report has been released, three-fourths of the governors have legislative packages for presentation to their 1984 legislatures providing funding for education, but tieing it to major reforms in the schools.

William Friday, President, University of North Carolina

William Friday, a member of the Task Force on Education for Economic Growth of the Education Commission of the States, presented a summary of the recommendations of the Task Force, which included 12 governors, seven representatives from education, and representatives from business, including three corporate participants who are members of the Forum.

The first recommendation of the task force was that "each state develop as soon as possible a plan for improving education in the public schools from kindergarten through grade 12." Other recommendations included:

- Creating more effective partnerships, similar to the Business-Higher Education Forum, at the state level.
- Marshalling resources and continuation of fiscal support by the federal government.
- Expressing a new and higher regard for teachers.
- Making the academic experience more intensive and productive, which Dr. Friday interpreted as "meaning higher standards of performance."
- Providing quality assurance in education, including measuring the effectiveness of teachers and determining who should be retained, and measuring student progress in the schools.
- Studying the management of the schools, including the role of the principals, how they are qualified, what they do, and what can be done to improve their performance.

A final recommendation is "to get to those young people who are not now served or who are underserved, meaning the young women, minorities, the disadvantaged, and the academically gifted student."

The group has not disbanded, although their deliberations are completed, Dr. Friday reported. Efforts are now being made to get reforms in education through the state legislatures. There are some 26 legislatures convening this year, and all of them have had some kind of education study in process. "They have not had word from a group such as this as to a national perception of some of these problems," he pointed out, urging Forum members to become active at their local level by speaking to governors and other political leaders. "The strength and quality of the educational enterprise does produce the capacity for economic growth, and it's time for the corporate community and the academic community to express such a view to the political leadership to get on with it."

He concluded his remarks by commenting that the priority status for the improvement of education is essential. "There are no gimmicks and

"The strength and quality of the educational enterprise does produce the capacity for economic growth, and it's time for the corporate community and the academic community to express such a view to the political leadership to get on with it."

there are no shortcuts. There is just time for some hard work."

Moderator Swearer noted that one problem which will face many states in the next five to ten years will be an enormous decline in the number of 14- to 17-year-olds. "The implication is horrendous," for communities which find their high school populations dwindling to a point where it is not economically feasible to offer a balanced program of education, he said. The problem is going to be to get these communities to consolidate high schools with nearby communities, particularly where a community finds itself losing its local high school football team. "It's going to take a lot of pressure and a lot of creativity to force those communities to do it."

At the conclusion of the discussion, Dr. Swearer advised, "let's not get into the post-Sputnik syndrome where there were a lot of quick fixes and then in five to six years it all kind of faded away. Anything that is done needs to be done in a structural way that's going to be carried on year in and year out."

DISCUSSION OF FORUM REPORTS

Gerald Laubach presented the revised version of the Forum report "Corporate and Campus Cooperation: An Action Agenda," and noted that the rationale for publishing it was that the report presents many ingenious, beneficial modes of interaction between business and universities that are not widely appreciated. Their dissemination could serve as a catalyst for "further constructive interactions between business and higher education."

He noted that the report, a commissioned paper, was originally presented and discussed at the last winter meeting. A number of comments, based on last year's discussion, have been incorporated into the current version. In addition, some material has been added to make more explicit the relationship between this report and the Forum's report "America's Competitive Challenge."

After some discussion, it was agreed to publish the report, with some additional editing to take out repetition and to eliminate any impression that the report was a special plea for financial aid to higher education.

The Forum also reviewed a report on "Meeting the Competitive Challenge in Manufacturing through Automation," an outgrowth of a paper prepared by a task force at the Carnegie-Mellon University Robotics Institute coordinated by Provost Angel Jordan and reviewed by a Forum-appointed advisory committee on advanced automated systems. Committee member Paul Guy, director of Ford Motor Company's Manufacturing Engineering and Systems Office, and Dr. Jordan presented the report to the Forum members.

Mr. Guy commented that when the complexity of a manufacturing system is considered to be a blending of people, machines, automation, capital, and materials, "we can't lose sight of the fact that automation is just one element."

He suggested that the subject of "shop floor management" might be an appropriate topic for a future Forum meeting. "An awful lot of attention in universities and business is being paid to the hardware technology—to artificial intelligence and robotics and flexible manufacturing. I question

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In the discussion on the report, Forum members agreed that two points should be emphasized in the final version: (1) it should be noted that there is no immediate crisis because of automation, and (2) the focal point for the Forum should be "what kind of a new worker should we be training both within business and the educational process."

After these two points are incorporated in the report, it will again be circulated to the membership for approval. It was agreed that if there are no major objections, the report will be published.

REPORT ON CANADIAN COUNTERPART

Lloyd Barber, chairman of the recently organized Canadian Corporate Higher-Education Forum, reported that the group, which is made up of presidents of 25 Canadian universities and chief executive officers of 25 Canadian corporations, has held one organizational meeting to date.

The Executive Committee is made up of four university members and four corporate members, and the organization has a revolving chairmanship, with an academic representative for a two-year period, followed by a corporate representative. The current vice chairman is the president of the Royal Bank of Canada.

The first area the group is studying is an inventory and analysis of corporate-university collaboration in Canada. The conclusions are very similar to the ones presented in the BHEF report, he noted. The report on the Canadian study will form the basis for the first general business meeting of the Canadian Forum, which will be held in May.

"The enterprise at the present time is like yours was five years ago," Chairman Barber concluded, "with the very important difference that we have the benefit of your experience, thanks to the cooperation that we've received from you." He added that as the Canadian group "comes up to speed," he would like to see a joint meeting between the two organizations because many of the Canadian problems are "like yours echoed a few years later in our country."

FORUM SUPPORTS HIGH TECHNOLOGY RESEARCH AND SCIENTIFIC EDUCATION ACT

As the final item of business, Father Hesburgh introduced Pat Hubbard, vice president of the American Electronics Association, who discussed the High Technology Research and Scientific Education Act, introduced in Congress last November, and which currently has 65 cosponsors in the House and eight in the Senate.

Ms. Hubbard requested two-pronged participation by the Forum: (1) endorsement of the legislation, so that the Forum could formally be listed as a supporter, and (2) assistance from members on an individual basis to get more cosponsors for the legislation.

During the discussion, it was noted that the bill encompasses matters that have been discussed at previous Forum meetings and proposed as recommendations in Forum publications. Forum members acted unanimously to endorse the legislation.

About The Business-Higher Education Forum

The Business-Higher Education Forum was created for the express purpose of promoting discourse and acting on issues shared jointly by American business and the nation's higher education institutions.

Founded in 1978, in affiliation with the American Council on Education, the Forum is an organization of leading corporate and academic chief executives. The Forum's major objective is to provide an opportunity for interchange among its members on matters pertaining to their respective interests and, hence, to the common aspirations and needs of the business and academic communities. Within that framework, the Forum has three major goals:

- to identify, review and act on selected issues and topics that relate to the current and future requirements of business and higher education;
- to enhance public awareness of the concerns shared by business and academic leaders and to serve as a positive contributor in helping shape public policy thinking as it affects those concerns; and
- to help guide the evolution of future relationships between corporate America and institutions of higher learning, while preserving their separate historical and traditional functions.

Social and economic progress in the United States owes much to the vital contributions business and higher education have made to each other—and to the larger society. Today, prosperity in both sectors faces unprecedented challenges. But there are also unlimited opportunities. The Forum is a unique expression of the leadership and thinking so essential to continuing and achieving that quest.